Blend4VET
Blended Learning in VET Sector

Case Studies of
Blended Learning in VET

Case Studies

Blend4VET Case Studies

1.1 Introduction

The VET (Vocational Education and Training) mission is to support learners in acquiring knowledge, skills and competences to successfully enter the world of work and the Blend4VET project will explore how a blended learning approach can assist.
The key aims and objectives of this project are to work together to explore how VET providers can develop quality learning results using blended learning and document a process which the VET provider should follow when moving an existing accredited programme to a blended model.

Project Objectives

1. Explore and document a process the VET provider should follow when moving an existing accredited programme to a blended model and develop a Toolkit to guide other VET providers in designing and implementing blended-learning approaches.
2. Design and implement five blended learning units for different VET content areas as part of existing accredited course for VET learners.
3. Explore what implications blended-learning will have for the VET institutions, the role of the VET tutor and learners.
4. Enhance the professional practice knowledge of VET management, principals and teachers in relation to implementing blended-learning through engaging them in dialogue and professional development activities as well as the development and delivery of an introductory module on blended learning 'Building Capacity for Blended Learning – Leading Innovation and Change'

This document provides the various case studies of all participants during the Blend4VET project. The experiences, road to achieve the project and recommendations are enclosed in the individual Blend4VET case studies.

1.2 Koning Willem 1 College, The Netherlands

Koning Willem I College is a true Community College, a dynamic central point in intramural and extramural learning processes. The college is constantly moving forward, while maintaining a strong social involvement, which is an important motivator for doing everything in the service of the community. Their students are not left alone in the dark, they can always meet up with others – inside the college with fellow students, staff and faculty, and outside the college with companies, institutions and other organisations.
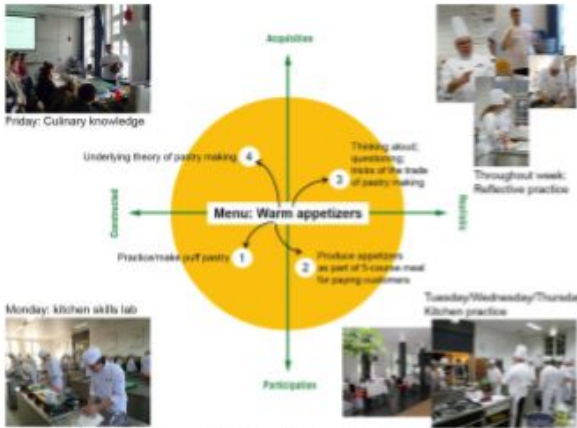
www.kw1c.nl

Phase 01:	*Feedback from the pilot blended learning implementations (*Koning Willem I)	
Step 01	Describe the context and global goals	**P2-K2-W1:** Context: The hotel and catering manager/operator ascertains the wishes and needs of the applicant and checks in the reservation system whether the applicant's wishes can be met and points out attractive offers to the applicants. He shall inform applicants about the possibilities and impossibilities of the application and prepare offers if necessary. He accepts reservations and/or options for rooms, rooms and arrangements and records the guest's details relevant to the hotel. He makes timely contact with the opticians to make options definitive. He will record the reservation in the reservation system and, if necessary, confirm it in writing. He applies rules to prevent losses resulting from no shows and cancellations and to optimise room yield. He informs the guest about the continuation of the reservation.

Assignment: 1. Reserves reservations for rooms and/or rooms and packages
P2-K2-W2: Context: The manager/operator catering establishment manager greets the guest at the reception desk and gives him or her friendly advice. He registers him or checks him in using the reservation system. He takes the details and wishes of the guest and checks them for practicability. He assigns a room or accommodation number to the guest, checks the status of the assigned room or accommodation and then prepares the room key and hands it over to the guest. He informs the guest of additional services and where to find information about the hotel's products and facilities. He opens an account for the guest and finally informs the relevant departments of the hotel about the guest being checked in.

Assignment: 2. Checks the guest
P2-K2-W3: Context: The hotel and catering manager/operator provides guests with tourist information, information about the services and facilities offered by the company and information about the company's environment. He sells souvenirs, newspapers, candy and small consumables. He keeps track of the guest's account. He provides service to the guest based on his needs. For example, in the context of this service he makes reservations for guests (at catering companies, theatre). It operates the telephone exchange, receives messages and passes them on. He communicates with guests via (modern) means of communication about the company. For example, it processes incoming email, sorts incoming mail and prepares outgoing mail for shipment. He receives visitors, speaks to them and, if necessary, brings them into contact with guests or company officials.

Assignment: 3. Provides service to guests during their stay
P2-K2-W4: Context: The manager/entrepreneur of the hospitality industry monitors the safety of the company in accordance with the company rules. He points out atmospheric threatening behaviour of guests and addresses them if necessary. He identifies unwanted visitors and asks them to leave the property. If necessary, it switches the protection on. He also identifies unsafe situations and, depending on the nature of the situation, calls in the company emergency services (BHV) and/or external bodies, such as fire brigades or police. He records reports from guests about theft from rooms, investigates the report and, depending on the seriousness of the situation, calls in security or the police.

Assignment: 4. Monitor safety
P2-K2-W5: Context: The manager/operator of catering establishments checks out the guest. He handles the payment of the bill, waives the guest and asks for their satisfaction. He responds appropriately and continues to ask. He records guest |

		satisfaction and informs the departments involved about the guest's departure and any special details and processes the guest's details in guest history. ***Assignment: 5. Checks the guest out***	
Step 02	Determine the level of learning	Level 4 - entrepreneur	
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	**S** = specifically	W1: Reservations for rooms, rooms and/or arrangements have been accepted and processed correctly. W2: Guests are checked in W3: Service is provided to guests based on their needs W4: Safety in the company has been monitored. If necessary, the company first responders or external organisations have been called in. W5: The guest has been checked out according to prescribed procedures and guidelines.
		M = measurable (reaching goal)	see various metrics and assessment forms on the digital learning environment
		A = attainable	yes
		R = realistic	yes
		T = time-based	Period 3: February to April

Step 04	Outline how you tested	Knowledge	Skills	Attitude
		Job aid Knowledge module Review Self-reflection	Review Training	Review Self-scan Self-reflection Face to face interview

Step 05	Describe your audience		
		A = audience	20 students Manager Entrepreneur
		U = understanding	To take part in the learning route, the student must have knowledge of basic communication and Hotel organisation. Entry requirements: VMBO-k or VMBO-gt or HAVO + sufficient completion of academic year 1 MHS.
		D = demographics	boys and girls between 17 and 20 years of age
		I = interest	Hotel management - Hospitality - Entrepreneurship
		E = environment	Middelbare Horeca School s'-Hertogenbosch
		N = needs	WIFI - I.T. equipment - guests
		C = customized	yes
		E = expectations	Increase ownership of own learning development.

Phase 02:	*Feedback from the pilot blended learning implementations (*Koning Willem I)	
Step 01	Outline the learning resources you used	*Video material - digital learning environment - PowerPoint - Screencast - Microsoft office - hand-outs*

Phase 03:	*Feedback from the pilot blended learning implementations (*Koning Willem I)	
Step 01	Process analysis based on S.T.A.R.R. method	**S** = situation	During the pilot of blended learning students experienced a different approach than during other projects. The implementation started in April and ended in May. A number of 20 students went through the learning unit.
		T = task	The students started after a short briefing with their front office assignment. They had to complete the program in two weeks. There was a personal coach 50% of their time spent behind the desk.
		A = action(s)	Students completed their online modules in their 2 weeks practical hours.
		R = result(s)	The results show what an exemplary intended and implemented hybrid curriculum at the micro level looks like in practice. From the results it can be concluded that in the intended curriculum three of the four quadrants were deliberately designed. Interestingly, in the implemented curriculum all four quadrants were present simultaneously. Although not intentionally designed the curriculum-in-action shows a high level of

			hybridity as the fourth quadrant was present in action, even though it was absent in the intended curriculum. Fig. 7 Professional artefact to connect the four quadrants
		R = reflection	**Marco:** A challenge for curriculum development is to create consistency between different schemes. Efforts are being made to develop VET in line with the distinction between school and work; ideally, well-designed VET should have a hybrid character. It should combine the benefits of school and workplace learning schemes by bringing these practices together, without losing the strength of either. **Micro:** During the pilot we used more video content than in our regular programme. This is a very helpful tool in meaning of the students that participated in the pilot. The videos were around two to three minutes. The students experienced that the video content should be a maximum of one minute to keep their focus. Screencast is very helpful, thanks to the Toolkit created by the CDETB. In terms of collecting the evidence in their online folders they didn't like to put in video material of themselves. We have to work on that mindset, they want to look good like on their social media. We only want the evidence and don't mind about the looks like they do. The best part of the pilot is that they can work on assignments which are a smaller part of the regular portfolio. They experience the workload less stressful. The workload in the pilot is 120% of the regular programme. The student also gives us the feedback that it is very relaxed to complete subject by subject instead of the complete module at once. The start-evaluation is very good for questions before they actually start going through their practical working days. We didn't experienced this much questions in our regular programme. Even if the online module is divided in several subjects the students can still see the consistency in the learning course. The teacher needs less hours of Q&A during the pilot which is an advantage and gain of time. The transfer of their knowledge in other learning/working environments is another advantage of the pilot. The student is more aware of transferring their knowledge to, for example, their traineeship in the hotel business. To continue the progress, we have made during the pilot we need to use the Toolkit because there are very much (online)tools that are easy to use. We used Screencast, Kahoot, and Prezi already. Maybe Nearpod, Padlet and Thinglink might be an opportunity in the future. We will definitely consider the use of more tools because of the Toolkit.

Article Hybrid Learning:

http://link.springer.com/article/10.1007/s12186-016-9150-y?wt_mc=internal.event.1.SEM.ArticleAuthorOnlineFirst

1.3 Belfast Met, United Kingdom

Belfast Met is the largest further and Higher Education College in Northern Ireland and one of the largest in the UK with enrolments totalling 37,000.

Belfast Met provide a unique breadth of education and training at every level and have designed a portfolio of courses to address a variety of skill needs – from apprenticeship and Level 1 courses, to those undertaking degrees and post-graduate study. Through their partnerships with industry, students have access to opportunities which will enhance their employability and job-ready skills.

The Belfast Met feedback from the pilot blended learning implementations is in four parts:
• LMS
• Blended Learning Tools
• Project Based Learning
• Project Management and Events

www.belfastmet.ac.uk

Phase 01:	*Feedback from the pilot blended learning implementations (Belfast Met - LMS)*			
Step 01	Describe the context and global goals	Students are enrolled L3 Extended Diploma in Business. They are undertaking a variety of project-based learning and blended learning activities to complete two units – Project Management and Events (total: 120 guided learning hours of which 15 hours have been designated as blended learning). (Test 1) This is a new virtual Learner Management System (LMS). Initial evaluation entailed showing the students the various possible activities and gauging response on the initial Project Management site created to ensure blended learning delivery would be at appropriate level.		
Step 02	Determine the NQF level of learning Determine the EQF level of learning	NQF Level 3 EQF Level 4		
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	**S** = specifically	To collect student feedback on new LMS visual appeal and available tools	
		M = measurable (reaching goal)	To collect this specific feedback from full class cohort of 20 students	
		A = attainable	To collect this specific feedback from full class cohort of 20 students	
		R = realistic	To collect this specific feedback from full class cohort of 20 students	
		T = time-based	To run this activity over a 4 hour class session	
Step 04	Outline how you tested	Knowledge	Skills	Attitude
		Structured questions	Practical exercise	Recorded feedback
Step 05	Describe your audience			
		A = audience	Mixed ability and attitude.	
		U = understanding	Mixed ability	
		D = demographics	Mixed sex – age range 16-20	
		I = interest	Varied	
		E = environment	Classroom and home-based	
		N = needs	Physical and mental health needs documented	
		C = customized	Yes	
		E = expectations	A variety of programme delivery and assessment methods	

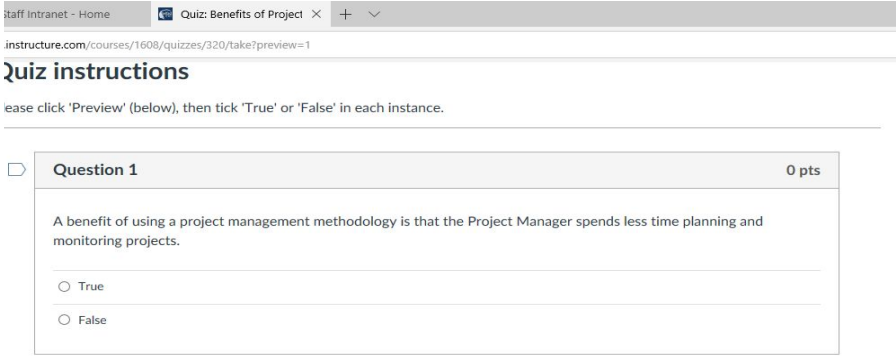| Phase 02:		*Feedback from the pilot blended learning implementations (Belfast Met - LMS)*
Step 01	Outline the learning resources you used	Canvas is the college's new virtual (LMS) and initial evaluation took the form of questionnaire feedback on visual appeal and tools available. **VISUAL APPEAL** **(Q1) Do you think the Project management module is easy to follow? (Please state a reason for your answer)** **(Q2) Do you think the units are easy to navigate? (Please state a reason for your answer)** **(Q3) What do you think of the use of buttons as navigational tools?** **Response** – 50% felt it was easy to follow as it is segmented more efficiently than current VLE. However, all said it could be more visually engaging and appealing **Response** – 50% disagreed and felt that the module was hard to follow and looked cluttered, although drop down menus would be easier to use. **Action** - It was agreed that buttons would be created and would be easier to use to navigate site as it provides more instant access to materials and modules are easier to find (see below). **TOOLS** **(Q4) What Canvas (LMS) tools do you think are most engaging for you? Why?** **Discussion Board** – are more engaging; gives opportunity to ask questions of peers and share information with peers. Helps catch up with work if absent. Good for interaction with fellow students. **Calendar** – shows when work is due and upcoming assignments. Seeing grades and feedback will be very helpful. Email inbox is also good. **Assignments** – access to grades also allows you to know where you stand, deadlines and progressions routes. The plagiarism checker will be useful. **Chat** – good to talk to people about work. I would rather not use chat as I prefer to chat privately. **Conferencing/Collaboration** – a great tool for group work. **GENERAL FEEDBACK** **(Q5) Do you think this type of learning would help you outside the classroom?** ● Yes, because it is making learning fun. ● Yes, as it is a better way to interact with students outside the classroom. ● Yes, as it is quite interactive. ● Yes, it would make it easier to access work if a day is missed, however I would prefer peer interaction.

		● Yes, it is good for visual learners. ● I am a kinaesthetic learner therefore I don't feel this would suit me. **(Q6) What would you recommend to improve the module?** ● Kinaesthetic aspects could be more suitably accommodated- for example more colour would help. ● More colour, interactive activities, quizzes, etc ● Kahoot and Padlet are good tools that could be availed of. ● Tools to take pressure off, especially if you are struggling with assignments. ● Group chat on messenger might be must easier on our phones. ● A quick access tool that informs you of any upcoming assignments.

Observational feedback from Belfast Met Tutor present:

Feedback on Canvas:
Wednesday 19th March 2018

Pupil feedback – Year 1

"Perfect, you don't need much more!"

Pupils encouraged and pleased with drop down buttons available.
Some pupils questioned 'was it more clicking, without getting anywhere faster?', others pupils thought the buttons cut out on the clicks.

Everyone in the class were happy when they found out both options were available and came to the conclusions the button are "good".

Pupils seemed very keen for their grades to be available.

It was decided the 'Discussion section' was ideal for group work – especially in a class like Year 1 PBL where they are working in teams.
(Discussion section seems essential if the Data Protection is changing – thus, group work discussion must be complete on the system e.g. Padlet. Useful and easier for pupils to collect evidence from their discussion in this format in comparison to online social media or What's app group chats.)

Pupils very interested and keen on the 'Canvas Tools'.

The Pupils thought the 'Quiz' looked too bland and needs to be more engaging.

Interactive presentation had mixed views – dependant on what type of learner the pupils were, e.g. Auditory, Visual, Reading/Writing or Kinaesthetic.
Especially didn't appeal to the kinaesthetic learners.
A couple of pupils suggested the interactive presentation had sound/speaking.

Pupils really enjoyed using the 'Kahoot' style quiz – they enjoyed the interaction and the excitement of Kahoot. They all suggested they enjoyed the use of Kahoot and would like more of it in class.

Pupils came around to the idea of 'Padlet' once explained. The use of 'Thought Showers' and getting help from peers seemed to please the pupils.

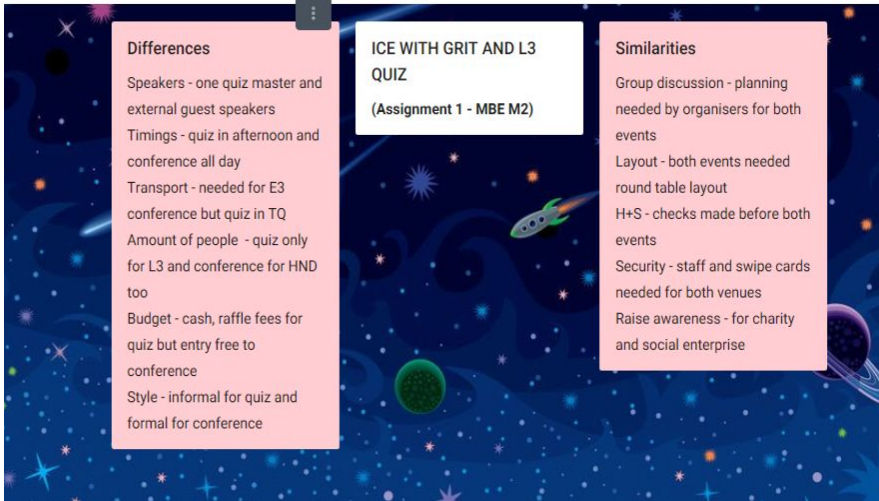| **Phase 03:**	*Feedback from the pilot blended learning implementations (Belfast Met - LMS)*		
Step 01	Process analysis based on S.T.A.R.R. method	**S** = situation	Exploration of various VLE sites to introduce the concept of Blended learning to students and to highlight the opportunities for new methods of learning. Also, to question, record and evaluate all aspect of student feedback.
		T = task	Showed students visual aspects and navigational tools of two different VLEs and obtained feedback via questionnaire and observational feedback from another teacher as observer in the session.

		A = action(s)	Feedback recorded and analysed (see above) and appropriate action taken.
		R = result(s)	Buttons and interactive tools unanimously preferred. Aspect of colour and group interaction of particular importance to this group of learners.
		R = reflection	Any LMS must ensure all learner types (VAK) and abilities are fully accommodated before implementation. Modules must be visually appealing, the site easy to navigate and modules easy to follow to retain learner interest. Overriding support from students for Blended learning from this initial session. A fun and engaging method of learning to integrate with traditional methods of teaching and peer mentoring.

Phase 01:	*Feedback from the pilot blended learning implementations (Belfast Met – Tools)*		
Step 01	Describe the context and global goals	**Students are enrolled in L3 Extended Diploma in Business. They are undertaking a variety of Project-Based Learning (PBL) and Blended Learning activities to complete two units – Project Management and Events (total: 120 guided learning hours of which 15 hours have been designated as blended learning).** **Evaluation of a variety of Blended Learning tools to support PBL delivery have been undertaken – these tasks were completed over several sessions.** (1) **P1 - Business Project Management:** Student Task – You, as part of the Events Management Team, have been set a project – running a stall at the annual Belfast Met Christmas Fair. To make sure you have a full understanding of the roles, responsibilities and commitments involved in this challenge, complete the following on line test questions correctly. **TESTING METHOD – ONLINE QUIZZES** Staff Intranet - Home Quiz: Benefits of Project × + ∨ instructure.com/courses/1608/quizzes/320/take?preview=1 **Quiz instructions** Please click 'Preview' (below), then tick 'True' or 'False' in each instance. ☐ Question 1 0 pts A benefit of using a project management methodology is that the Project Manager spends less time planning and monitoring projects. ○ True ○ False		
Step 02	Determine the NQF level of learning Determine the EQF level of learning	NQF Level 3 EQF Level 4		
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	S = specifically	Project Management P1	
		M = measurable (reaching goal)	Yes – unit achievement	
		A = attainable	Yes – at standardised level	
		R = realistic	Yes – at standardised level	
		T = time-based	Semester 2 – January - May	
Step 04	Outline how you tested	Knowledge	Skills	Attitude

		On line quiz testing knowledge of project planning and arranging an event	IT skills to access and complete online quiz	Positive completion of all quiz questions
Step 05	Describe your audience			
		A = audience	Mixed ability and attitude.	
		U = understanding	Mixed ability	
		D = demographics	Mixed sex – age range 16-20	
		I = interest	Varied	
		E = environment	Classroom and home-based	
		N = needs	Physical and mental health needs documented	
		C = customized	Yes	
		E = expectations	A variety of programme delivery and assessment methods	

Phase 02:	*Feedback from the pilot blended learning implementations (Belfast Met)*	
Step 01	Outline the learning resources you used	On line quiz
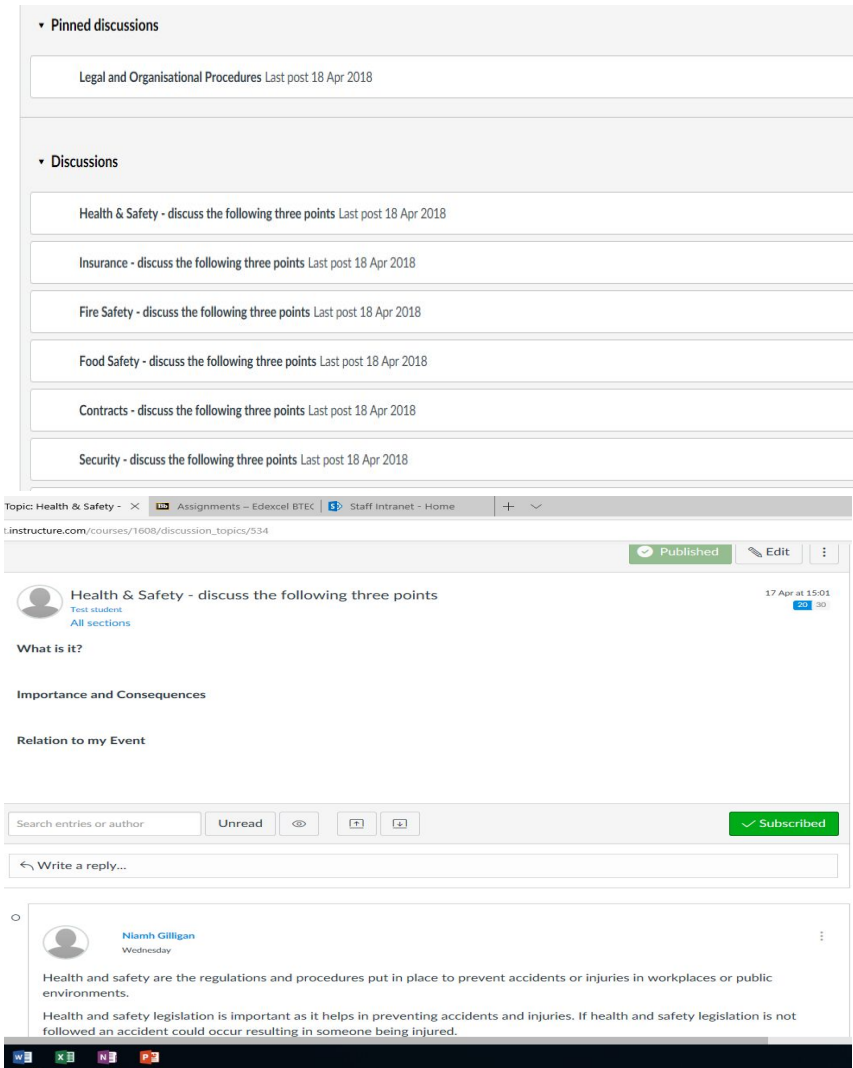
Phase 03:	*Feedback from the pilot blended learning implementations (Belfast Met)*	
Step 01	Process analysis based on S.T.A.R.R. method	**S** = situation	Quiz to check knowledge in preparation for completion of P1 Project Management assignment
		T = task	Online Quiz
		A = action(s)	Uploaded to VLE and students were able to access independently
		R = result(s)	Students were successful and knowledge was confirmed through successful completion of correct answers
		R = reflection	Class discussion on use of buttons and how they need to be easily to navigate and follow. Comment also on the need to fully understand all instructions before starting any on line activity. Students found the content of quizzes extremely helpful and they liked the idea that they could do this independently and at a time that suited them. Students liked that they received immediate feedback on their result. Quiz needs to be designed to discourage learners from simply guessing answers and simply race to completion. Scoring and notification of correct answers are also important – including the need to retake if necessary. Learners stated that the layout of this particular quiz was not engaging or enticing and would prefer another quiz method that was more interactive and appealing Kahoot will be now trialled as another tool – feedback from learners found the questioning fine but the visual engagement bland.

Phase 01:		*Feedback from the pilot blended learning implementations (Belfast Met - PBL)*		
Step 01	Describe the context and global goals	**Students are enrolled in L3 Extended Diploma in Business. They are undertaking a variety of Project-Based Learning (PBL) and Blended Learning activities to complete two units – Project Management and Events (total: 120 guided learning hours of which 15 hours have been designated as blended learning).** **Evaluation of a variety of blended learning tools to support PBL delivery have been undertaken – these tasks were completed over several sessions** **M2 – Analyse the arrangements made by an event organiser to plan a business event (project):** **Context** – As a Belfast Business School student you have attended the ICE with GRIT conference in E3. Consider the similarities and differences with your upcoming event. (2) **TESTING METHOD - PADLET** 		
Step 02	Determine the NQF level of learning Determine the EQF level of learning	NQF Level 3 EQF Level 4		
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	**S** = specifically	Project Management P1	
		M = measurable (reaching goal)	Yes – unit achievement	
		A = attainable	Yes – at standardised level	
		R = realistic	Yes – at standardised level	
		T = time-based	Semester 2 – January - May	
Step 04	Outline how you tested	Knowledge	Skills	Attitude
		Ability to evaluate and differentiate event planning	IT skills to input answers for collaborative learning	Positive learning from exercise
Step 05	Describe your audience	Mixed ability		
		A = audience	Mixed ability and attitude.	
		U = understanding	Mixed ability	
		D = demographics	Mixed sex – age range 16-20	

		I = interest	Varied
		E = environment	Classroom and home-based
		N = needs	Physical and mental health needs documented
		C = customized	Yes
		E = expectations	A variety of programme delivery and assessment methods

Phase 02:	*Feedback from the pilot blended learning implementations (Belfast Met - PBL)*	
Step 01	Outline the learning resources you used	● Padlet

Phase 03:	*Feedback from the pilot blended learning implementations (Belfast Met - PBL)*		
Step 01	Process analysis based on S.T.A.R.R. method	**S** = situation	Padlet used as a method for full student collaboration and knowledge collection for merit guidance. Students will then undertake assignment completion individually.
		T = task	Padlet completion
		A = action(s)	Uploaded to VLE and students were able to access independently
		R = result(s)	Students were successful and knowledge was apparent
		R = reflection	A successful method overall. Students fully engaged and enjoyed the task. Focus group discussion results (students stated they prefer this method to questionnaire feedback): Positives ● Padlet felt like a good learning tool and it was very useful for planning assignments and pieces of work. ● It's a good starting point to help us get started and understand what information we need to use in an assignment. ● Also works well for talking about positives/ negatives and similarities/ differences in relation to an assignment. Negatives Might take some time getting used to and drawing tables can be quite inconvenient, but most of us believe we will be able to adapt quickly to using this learning tool.

Phase 01:		*Feedback from the pilot blended learning implementations (Belfast Met - PM)*	
Step 01	Describe the context and global goals	**Students are enrolled in L3 Extended Diploma in Business. They are undertaking a variety of Project-Based Learning (PBL) and blended learning activities to complete two units – Project Management and Events (total: 120 guided learning hours of which 15 hours have been designated as blended learning).** **Evaluation of a variety of blended learning tools to support PBL delivery have been undertaken – these tasks were completed over several sessions** **M2 – Assess the importance of meeting organisational and legal requirements when planning an event (project** (3) **TESTING METHOD – DISCUSSION BOARD** 	
Step 02	Determine the level of NQF learning Determine the level of EQF learning	NQF Level 3 EQF level 4	
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	**S** = specifically	Project Management P1
		M = measurable (reaching goal)	Yes – unit achievement

		A = attainable	Yes – at standardised level	
		R = realistic	Yes – at standardised level	
		T = time-based	Semester 2 – January - May	
Step 04	Outline how you tested	Knowledge	Skills	Attitude
		Understanding of organisational and legal requirements tested through questioning and discussion	Ability to collate and evaluate information	Positive and active engagement all students
Step 05	Describe your audience			
		A = audience	Mixed ability and attitude.	
		U = understanding	Mixed ability	
		D = demographics	Mixed sex – age range 16-20	
		I = interest	Varied	
		E = environment	Classroom and home-based	
		N = needs	Physical and mental health needs documented	
		C = customized	Yes	
		E = expectations	A variety of programme delivery and assessment methods	

Phase 02:	*Feedback from the pilot blended learning implementations (Belfast Met - PM)*
Step 01	Outline the learning resources you used
	● Discussion board

Phase 03:		*Feedback from the pilot blended learning implementations (Belfast Met - PM)*	
Step 01	Process analysis based on S.T.A.R.R. method	S = situation	Discussion Board used as a method for full student collaboration and knowledge collection for Merit award guidance. Students will then undertake assignment completion individually.
		T = task	Discussion Board questions undertaken by all students individually. Peer feedback to allow for questioning and responses
		A = action(s)	Uploaded to VLE and students were able to access independently and upload own answers. Were also then able to see answers from peers.
		R = result(s)	Students were successful and knowledge was apparent through level of answering.
		R = reflection	A successful method overall. Students engaged and enjoyed the task. Focus group discussion results (students stated they prefer this method to questionnaire feedback): Positives ● We feel confident about using the discussion board and believe that it's an excellent learning tool. ● We can have a group discussion with all of our points being recorded which is very helpful. Negatives However, if not used correctly it can be unhelpful as there can be an awful lot of spam. This is due to the fact that you have got to input information to the information already present

1.4 City of Dublin ETB, Ireland

CDETB provides a broad and comprehensive range of high-quality educational services in their schools, colleges and centres. They place the learner at the centre of provision whether he/she is a second level student, a young adult wishing to obtain a Further Education and Training qualification or an older adult wishing to upskill. They have an innovative approach to curriculum and course development and their flexibility allows them to respond quickly to the changing needs of learners and society.

cityofdublin.etb.ie

Phase 01:	*Feedback from the pilot blended learning implementations (CDETB)*	
Step 01	Describe the context and global goals	**The Course: Supervision in Childcare** **The Module: Early Childhood Curriculum** **Content and goals** **Week 1**: The learners must understand the role of play in an Early Childhood Setting by achieving the following learning goals: 1. Understand children's play and the professional skills you need to organise day-to-day activities for young children. 2. Understand what is play? Research and compile definitions of what play actually means and what is involved. 3. Knowledge of the characteristics, styles (Structured/Free Play) and types of play (Imaginative, Construction, Creative, Physical) 4. Knowledge of the key stages of Play (Solitary, Spectator, Parallel, Associative, Co-operative) **Content and goals** **Week 2**: The learners must understand the role of the adult and the skills of a supervisor within an early childhood setting. 1. The learners discuss the role of the adult with the following three age groups: babies, toddlers and young child. Children are unique individuals and the skills necessary to manage all three age groups must be understood. 2. The learners are shown that adaptability and flexibility, while working with others is a necessary skill as well as the skills of listening and responding. Learners recognised the skills they have and the skills they are developing. They had to provide examples of how these skills are demonstrated in the work placement. 3. Learners examined two case studies and compiled answers to questions on each one. 4. **Content and goals** **Week 3** : The learners must build their knowledge on the prepared environment and how it influences what children play. Learners understand: 1. The indoor and outdoor space, the displays, the celebrations, storage, space and resources. 2. Well-resourced, well-planned and predictable indoor and outdoor spaces help children to see the opportunities that are available for play. 3. The two roles for the adult in preparing this environment: organising it and resourcing it. 4. During this week the learners task is to design a layout of the inside of an early learning room and compile a list of resources

5.

Content and goals

 Week 4: The leaners understand our national curriculum for early childhood setting; Aistear and how it can be implemented through play.

Learners understand :

1. Aistear is the **National Curriculum Framework** for children from birth to six years of age in Ireland and was developed by the National Council for Curriculum and Assessment (NCCA) in partnership with the relevant stakeholders.

2. *Aistear* focuses on three key aspects of practice: (a) Partnerships between practitioners and parents/families. (b) Learning and developing through interactions and through play. (c) Supporting children's learning and development through assessment.

3. Aistear has **twelve principles** of early learning and development. These twelve principles are presented in three groups.

4. Aistear's curriculum framework is organised under 4 broad **themes.**
     1. Well-being
     2. Identity and Belonging
     3. Communicating
     4. Exploring and Thinking
     5.
5. Learners are required to research and compile ways in how can they can use play across Aistear's four themes?

Content and goals

Week 5: Learners will understand the different types of planning and the importance of each one for indoor activities.

Learns will understand:

1. The different types of planning:
     (a) Long Term Curriculum Planning, (b) Medium Term Curriculum Planning, (c) Short Term Curriculum Planning, (d)Individual Learning Plan (ILP)
2. An effective play environment will be one in which children are safe, fully involved, enjoying themselves and are learning.
3. Discuss the importance of planning and the benefits for the children, parents and childcare supervisor.
4. During play it is necessary to extend the play whereby the adult enhances and extends play based on his/her knowledge of individual children.
5. The learners must plan a curriculum for one month for an early childhood setting. This must include a theme for each week with set activities per day. Creating this plan the learners must answer the following questions:

What is the aim and learning goals of the activity? How does it link to Aistear?

What equipment and resources do I need for the children to carry out the activity?

How long will the activity realistically take?

Is the activity suitable for all children in the group? If not, how can it be adapted to suit all?

Are there any health and safety issues that must be thought about?

6. A learner must create an ILP for an individual child that is attending their work placement. They will need to find out what his/her interests and developmental needs are through observation and consultation

with others. The plan must be integrated into the overall plans for the setting

Content and Goals

Week 6: Evaluation on indoor activities

Within this learning goal the learners understand how to complete a personal reflection, also known as **self-reflection or reflective practice**, as one of the ways in which to learn from their experiences. Each learner understands how to look back on what was completed and how to establish how it went and if changes are necessary in the future.

Learners base their reflection on Gibbs (1998) who devised a cycle of reflective practice through which childcare professionals can review their performance and establish ways to improve if necessary.

Reflective Cycle (Gibbs, 1988)

Content and Goals

Week 7: Formal Assignment: Plan, implement and evaluate an indoor activity of your choice:

The learner must plan an indoor activity for a group of children in an early childhood setting at their work placement with the permission of the supervisor/manager. It is important to detail how the activity is planned, implemented and evaluated. The learner must choose an activity and decide on the learning goals and themes they chose to complete with the children.

Learners must:

- Discuss any Pre-teaching strategies with the children prior to your activity.
- Staffing on the day – Is there a need to have another staff member working with you.
- Discuss if there is any Health & Safety concerns.
- Discuss the resources or equipment you will need to carry out the activity
- Decide where you will complete the activity (Prepared environment)
- Create a detailed written record of what happened. Commence with set up, followed by gathering the children to completing the activity.
- Learners can use pictures audio etc.
- Pay attention to interactions between children and staff.
- Focus on learning goals (goals you set out to achieve and/or new ones that you unexpectedly achieved)
- Encourage clean up as they go.
- Give a 5-minute warning so it doesn't end abruptly.
- Define specifically how to clean up.
- Support them & work along with them.
- Have clean up games.
- Have them help others until everyone is done.
- Motivate with a new activity as soon as the activity/clean-up is finished.
- Complete an evaluation of activity and personal reflection (Based on Gibbs cycle 1998).

Step 02	1. Determine the level of EQF learning 2. Level of Learning EQF	NQF Level 6 - Supervisory Role in Early Childhood EQF Level 5		
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	**S** = specifically	1:The role of play in an Early Childhood Setting 2:SKills of a Supervisor 3: The Environment; Indoors and Outdoors 4: Aistear; The National Curriculum for Early Childhood Education 5: Planning and Implementing Curriculum Activities within an early childhood setting 6: Evaluation of planned activities and Self Reflection of a childcare practitioner 7: Formal Assignment	
		M = measurable (reaching goal)	Completing different tasks and assessments in class and online through our learning management system	
		A = attainable	Yes	
		R = realistic	Yes	
		T = time-based	Period: Oct – Dec	
Step 04	Outline how you tested	Knowledge	Skills	Attitude
		Assessment Interactive Quiz Group Discussion Interactive presentation	Assessment Online worksheets Interactive Video	Review Face-to-face Focus Group Face-to-face Interview Online Questionnaire
Step 05	Describe your audience			
		A = audience	20 childcare practitioners/ Learner	
		U = understanding	Prior to commencing the course the learners are required to have a QQI Level 5 Certificate and/or relevant work experience within early childhood.	
		D = demographics	All Females, 20 -35 years old	

		I = interest	Taking care of children and learning about the development of the young child
		E = environment	Early Childhood Setting from the age of 0 -6 years as a childcare supervisor. (This can include the first two years of primary school in the role of an SNA)
		N = needs	Access to WI -FI and IT equipment
		C = customized	
		E = expectation	Achieve a Full Award QQI at Level 6

Phase 02:		*Feedback from the pilot blended learning implementations (CDETB)*
Step 01	Outline the learning resources you used	*Group Discussion (Forum) /Question Bank - Padlet* *Video engagement/interaction - EDpuzzle* *Providing information - Screencast* *Interactive visual digital tool - Thinglink* *Interactive Powerpoint - Nearpod* *Review Learner Knowledge (Quiz) - Kahoot* *Assignment/worksheet - google forms*

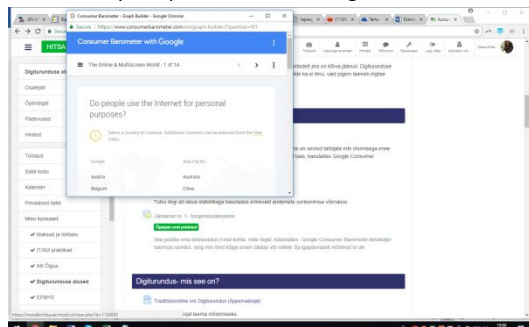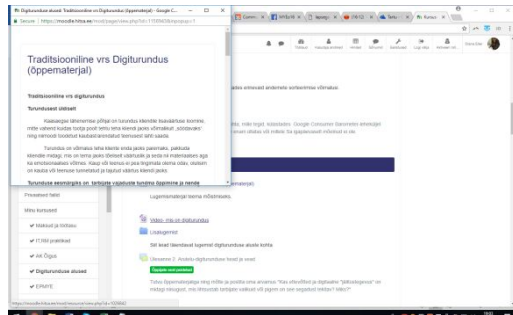| Phase 03:			*Feedback from the pilot blended learning implementations (CDETB)*
Step 01	Process analysis based on S.T.A.R.R. method	S = situation	To equip the learner with the knowledge and competence required to develop and implement a curriculum in an early childhood setting
		T = task	Embed digital technology to enhance the teacher and leaner experiences in a more flexible approach in which learners can complete work at a time and location that suits them.
		A = action(s)	Introduced a number of different digital tools available to stimulate learner interest, increase learner engagement, create a more interactive experience and track our learners understanding and knowledge.
		R = result(s)	Learners like taking responsibility for their own learning by completing the work on line using a more flexible approach. The ability to complete the work online at a time and location that suits them was strongly presented in the outcomes from the learner questionnaires. The learners also expressed the importance of the forum and enjoyed collaborating with and learning from each other. Learners expressed there is still a need for the face-to-face element of the course to discuss the material in more depth and clarify any challenges or questions the learns may have.
		R = reflection	Learners liked having a mixed balance of face-to-face and online learning

The STAR method is :- S – Situation, background set the scene T – Task or Target, specifics of what's required, when, where, who A – Action, what you did, skills used, behaviours, characteristics R – Result – Outcome, what happened?
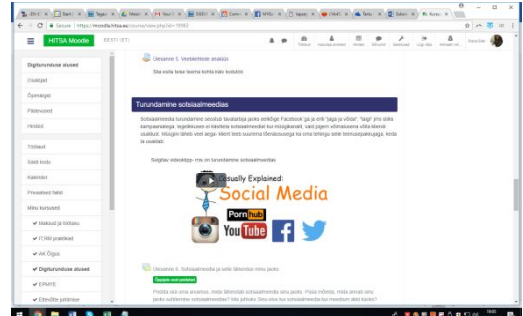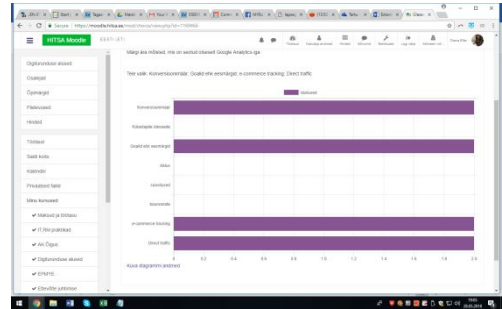
1.5 Tartu KHK, Estonia

Tartu Vocational Education Centre is the largest vocational training centre in Estonia offering different types of vocational training to over 3000 students in vocational education and additional 3000 adults participating in different professional courses annually. The school in its present form was created in 2002 by combining 4 different education providers in the city of Tartu, but through these organisations they can trace their history back to 1922.

Their goal is to train skillful masters through focusing on practical skills and offering training to different groups of people. For that they have modern training and recreation facilities in two campuses in Tartu city, Kopli and Põllu street.

khk.ee

Phase 01:	Feedback from the pilot blended learning implementations (Tartu)		
Step 01	Describe the context and global goals	Participants in the course are business and trade students with marketing curriculum. The module has been developed as one theme to support the achievement of learning outcomes in marketing subject. The blended -learning course is planned in 2EKAP (52 academic hours). The module is designed as a blended learning: online and in-between seminars in the classroom.	
Step 02	Determine the level of learning	EFQ level 5	
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	**S** = specifically	LO1- The student distinguishes the differences between digital marketing and classical marketing. Web-based background information about developing web and internet in past decades Reading materials about marketing and digital marketing Students find information and statistics about internet usage in the country and personal devices usage. Forum format discussion in LMS: Ho doe s in Your opinion digital world affects the whole marketing area? Is it good/bad and why? What kind of advantages is giving digital world comparing with regular marketing?

			LO2- The student distinguishes different types of digital marketing activities and their association with the target group Learning materials about marketing segmentation, buyer persona- approach. Students are posting in Moodle environment detailed description of buyer persona, considering the instructions, given by the teacher. In classroom seminar, students pointed out ideas of products and services, what every buyer persona needs and wait from the market. Teamwork- what kind of channels BP using for getting information. Learning materials and exercises in Moodle about different marketing activities (social media, content creating, webpage, different ad-in types). Students creating a marketing campaign for 6 month- activities, tasks, cost, messages LO3- The student explains the possibilities and uses of various analytical tools Reading materials - how to analyze marketing activities in a web. Creating comparing list for every method benefits and costs (in format Venn- diagram)		
		M = measurable (reaching goal)	Completing different tasks and assessments in class and online through our learning management system		
		A = attainable	Yes		
		R = realistic	Yes		
		T = time-based	Period- dets- march		
Step 04	Outline how you tested	Knowledge	Skills	Attitude	
		Assessment Test discussions	Case-studyes Making strategic plans	Self-reflection Excercises, based on team-work	
Step 05	Discribe your audience				
		A = audience	16 students, at least secondary education level,		
		U = understanding	Students have a basic acknowledgement about marketing and marketing activities		
		D = demographics	From age 19- 42, female, male		
		I = interest	Apply acknowledgement about marketing to be more successful in sales (and in the field of study)		

		E = environment	Safe, versatile teaching materials, at a suitable pace, easily accessible and supported by the tutor.
		N = needs	Access to internet, a device with programs, supporting opening the files, playing the videos e.c, clear instructions
		C = customized	yes
		E = expectations	getting learning experience throw blended learning

Phase 02:		*Feedback from the pilot blended learning implementations (Tartu)*	
Step 01	Outline the learning resources you used	Reading materials (completed by teacher) Videos Web-based learning materials, examples, webpages Different Moodle tools (dictionary, control test, forums, exercises)	

Phase 03:		*Feedback from the pilot blended learning implementations (Tartu)*	
Step 01	Process analysis based on S.T.A.R.R. method	S = situation	The blended course was one of the subthemes of the Marketing Planning module and was previously designed for study so that the topic of digital marketing would be logical, after the marketing module
		T = task	The blended learning course was created to support studies for students, who a not at school every day, but once a week
		A = action(s)	Guided blended learning in web and in-between classroom seminars
		R = result(s)	The students finished the course, completed all actions and exercises in the course and taking part of classroom seminars
		R = reflection	The topics in the course could be modified together, for example, analytical tools could be brought up under one theme, which supports for achieving more complex learning outcomes. In conducting learning activities, the wording of the tasks (for example, website analysis) should be specified and the criteria for assessing the same task should be specified. Before opening the course, once created, should be controlled the availability of learning materials and functioning of the web- links. Videos as learning materials could be translated into Estonian for better understanding (so far most of the material is in English) or add subtitles or text.

1.6 IEFPS, Spain

Usurbilgo Lanbide Eskola is a vocational school. There are courses for initial vocational training levels 2 and 3, continuous training for active workers, occupational training for unemployed people and taylor-made courses for companies. Their training fields are electricity-electronic, mechanics and maintenance.

Usurbilgo Lanbide Eskola is deep rooted in its area. A huge number of employees in the companies of the area have been studying in the School since 1975. They have been offering occupational and continous training courses since 1986.

www.lhusurbil.eus

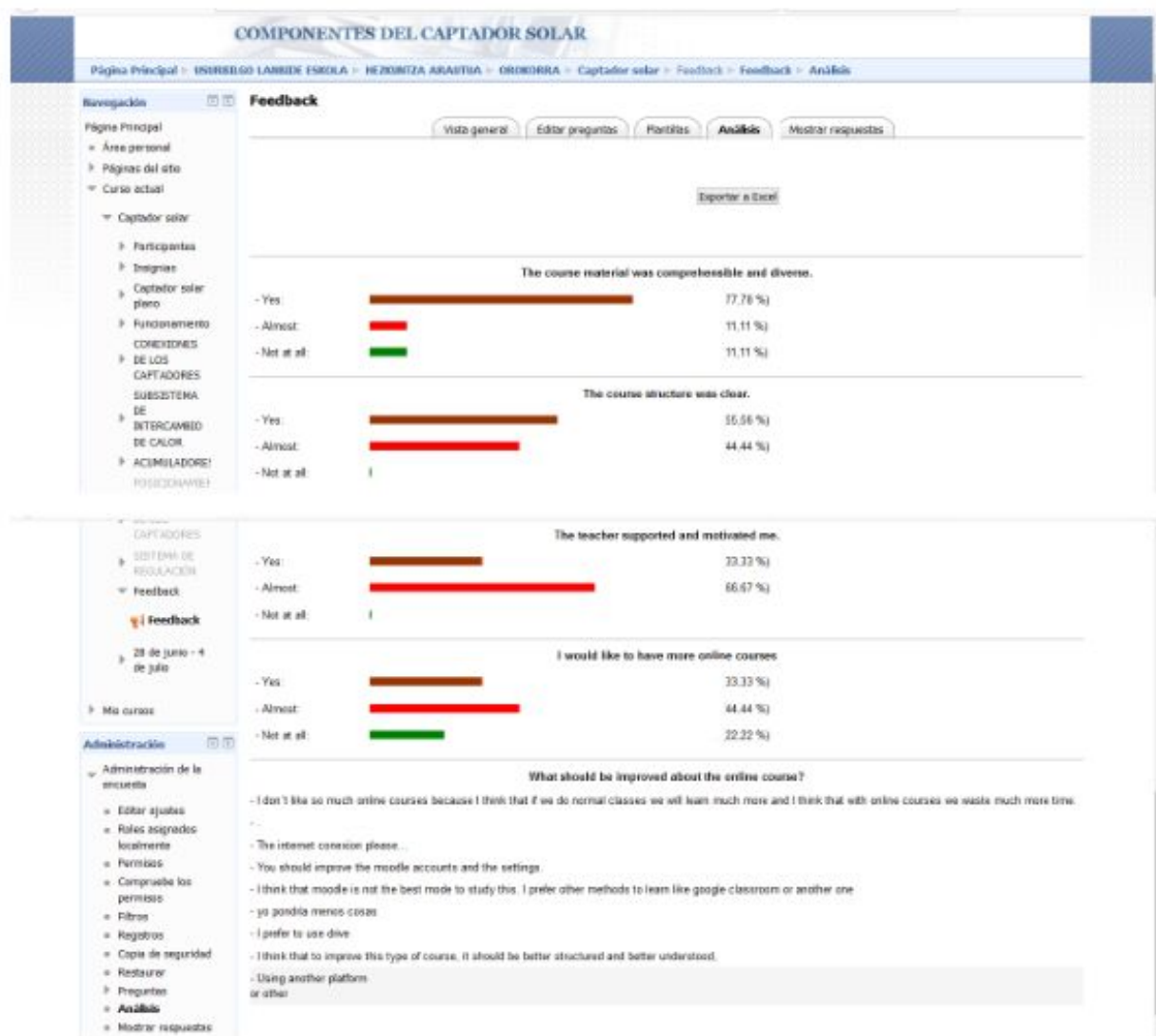| Phase 01:	Feedback from the pilot blended learning implementations (Usurbil)	
Step 01	Describe the context and global goals	**The course: Energy Efficiency and Solar Thermal Energy** **The Module: Configuration of Solar Thermal Installations** **P2-K2-W1:** Context: Solar thermal collectors are the key component of a solar thermal installation. It is important for students to know what it is composed of and which is the aim of each of the parts. For enabling this there is a mixture of virtual and traditional learning, having the first one a much more important role. The model we implemented was a virtual enrich model (with online learning carried out onsite). The majority of the online content was based on pdf files as well as homemade videos showing existing facilities. The traditional learning was devoted to analyse practical installations at school. For the evaluation of online content there were developed a set of auto questionnaires. *Lesson: 1. Aim and components of solar thermal collectors* **P2-K2-W2:** Context: This lesson is devoted to the analysis of different types of solar collectors, emphasizing above all flat plate collectors and vacuum pipe collectors. The learning content is delivered with a Enriched Virtual Model approach and based on pdf files and home made videos. The traditional learning is devoted to analyse practical examples in workshop. For the evaluation of online content there were open questions to carry out with answers being sent by email for correction. *Lesson: 2. Types of solar thermal collectors* **P2-K2-W3:** Context: This lesson is devoted to the assessment of efficiency rate of collectors. In this case, the majority of the content is delivered with traditional method due to the difficulty of it. This late content has consisted on the explanation of corrected exercises and the correction of proposed exercises. Nevertheless, there is a certain amount of online content based on pdf files and corrected exercises. The approach for the delivery of the contents has been a Station Rotation Model being the online content delivered onsite on the same room at the same moment for the whole group. For the evaluation of online content there were open questions to carry out with answers being sent by email for correction. *Lesson: 3 Efficiency of solar thermal collectors* **P2-K2-W4:** Context: This lesson is devoted to the different ways of connection of solar collectors in a solar installation as well as the calculation of flow rates for each of the sections. In this case, the Station Rotation Model was used being the online content based on pdf files and solved problems delivered onsite and traditional teaching contents were explanation of proposed exercises' solutions. For the evaluation of online content, and due to its lack of complexity, multiple choice questions were used. *Lesson: 4. Layout of solar collectors and distribution of flow rates*

Step 02	Determine the level of learning	In country: 5		EQF: 5	
Step 03	Formulate your S.M.A.R.T. (goals/learning objectives)	**S** = specifically	Lesson 1: *Aim and components of solar thermal collectors* Lesson 2: *Types of solar thermal collectors* Lesson 3: *Efficiency of solar thermal collectors* Lesson 4: *Lay.out of solar collectors and distribution of flow rates*		
		M = measurable (reaching goal)	Completing different tasks and assessments in class and online through our learning management system		
		A = attainable	yes		
		R = realistic	yes		
		T = time-based	Period: November to December		
Step 04	Outline how you tested	Knowledge		Skills	Attitude
		Assessment Interactive Quiz Online proposed problems		Assessment Online proposed problems	Review Face-to-face Interview Online Questionnaire
Step 05	Describe your audience				
		A = audience	20 energy efficiency and solar thermal energy learners		
		U = understanding	Prior to commencing the course the learners are required to have a EQF level 3 certificate (Higher Secondary Education of Technician title)		
		D = demographics	All females, 18-20 years old		
		I = interest	Solar thermal energy collectors and their characteristics		
		E = environment	E building – Usurbil LHII (theory-practice room in Efficiency Department)		
		N = needs	Access to Wifi and IT equipment		
		C = customized			
		E = expectations	Achieve a Higher Technician Title in Energy Efficiency and Solar Thermal Energy		

Phase 02:		*Feedback from the pilot blended learning implementations (Usurbil)*
Step 01	Outline the learning resources you used	*Video engagement /interaction – Movie Maker* *Providing information – Screencast* *Presentations - Powerpoint* *Review Learner Knowledge (Quiz) – Moodle functionalities* *Assignment/worksheet – google forms*

Phase 03:			*Feedback from the pilot blended learning implementations (Usurbil)*
Step 01	Process analysis based on S.T.A.R.R. method	**S** = situation	To equip the learner with the knowledge and competence required to identify the different types of collectors and their suitable applications
		T = task	Embed digital technology to enhance the teacher and learner experiences in a way that they can carry out in a more autonomous way their Project-Based-Learning tasks
		A = action(s)	Enrich learners experience with digital online contents that enable them to have a more interactive experience while developing the different projects to carry out throughout the course.
		R = result(s)	The findings reveal that the student´s responses were in general positive since the blended learning approach enabled them to work interactively with the teacher as well as giving them the choice to work at their pace, at

			least when it comes to the contents covered with the Enriched Virtual Model. When it comes to contents developed under the "Station Rotation" model, students did find very useful to have material (pdf format, links to interesting Internet sites which give access to in-depth understanding of subjects...) which could help them in the solution of complex problems as the ones related to energy efficiency rate calculations.
		R = reflection	Blended Learning approach seems to be a good solution to implement PBL (Project Based Learning) methodology at class since, as we see in this first course, one of our worst problems is the lack of time to develop contents that, under the traditional scheme, were easier to deliver. Station Rotation or Enriched Value model would be interesting depending on the complexity of the contents. Regarding second course students following Dual system, it seems that blended learning, under these two models, is suited specially to them. Basing on the difficulty of these students, due to their customized timetable, to follow general class rhythm we consider that more effort should be done in this question.

Blend4VET: Learner's feedback

NOTES:

Blend4VET

Blended Learning in VET Sector

TARTU
KUTSEHARIDUSKESKUS

belfast
met

CDETB
City of Dublin Education and Training Board

KONING
WILLEM I
COLLEGE

USURBILGO
LANBIDE
ESKOLA